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ABSTRACT

"A Dropout Reduction Program" is Volume 5 in a series of 7 guides which were prepared by the Southeastern Education Laboratory to assist rural school districts -- especially in Georgia, Alabama, South Carolina, Mississippi, Florida, and Tennessee -- in planning and writing acceptable Title III proposals under the Elementary and Secondary Education Act. The approach of the document is the contrastment of an actual planning proposal for a dropout reduction program with a case commentary consisting of (1) Title III guidelines, (2) suggested references, (3) ideal statement, and (4) critique. The program described in the document proposes to reduce the dropout rate by providing a relevant curriculum for students; by involving parents and community in cooperative assessment, planning, and implementation of the program; by providing individualized schedules; and by initiating counseling and guidance programs to meet the needs of potential dropouts and returnees. Each section of the illustrative proposal is reviewed and evaluated. Two bibliographies are appended, the first for the illustrative case and the other, a supplementary, for the case commentaries. (AL)

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SEL PATHWAYS TO BETTER SCHOOLS
—a dropout reduction program

NUMBER 5 IN SEL PATHWAY SERIES
SOUTHEASTERN EDUCATION LABORATORY / ATLANTA, GEORGIA

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SEL PATHWAY SERIES

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

April 1970

Southeastern Education Laboratory
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ACKNOWLEDGEMENTS

Many persons, agencies, and institutions have contributed invaluable knowledge to the staff members of Southeastern Education Laboratory during the preparation of this second generation SEL Pathway Series. Special thanks go to those original five school systems without which the first set of materials would not have been possible; particularly significant were the suggestions made by administrators and school personnel located at Twiggs County, Georgia; Williamsburg and Fairfield Counties, South Carolina; and Claiborne and East Tallahatchie Counties, Mississippi.

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Comprehensive Planning Guide include Paul Orr, Doyne Smith, and Robert H. Hatch.

The staff members of SEL who were directly responsible for the development of the Pathway Series at various times during the past eighteen months include Robert E. Nelson, Edward G. Barnes, W. P. Sprayberry, Edward J. Storey, William F. Coulton, and former staff member, Walter D. Branch. All these persons deserve commendation for the fine work they have done on the Series.

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INTRODUCTION

Background of SEL Pathway Series

Since the inauguration of the various Title programs implemented under the Elementary and Secondary Education Act of 1965, many school systems which needed federal assistance have not obtained funds. Although there are various reasons for this failure, many of the rural isolated school districts which have a majority black school population simply lack the manpower and resources with which to assess needs and to construct plans that will be funded. The Southeastern Education Laboratory received a special contract with the U. S. Office of Education in April 1968 to lend technical assistance to certain rural isolated school systems and to determine how the Laboratory might develop materials and strategies that would bring all available resources to bear on local educational problems to these and other economically poor districts.

Discovering Pathways the First Year

Based upon the experiences gained by working closely with five school systems and reviewing the Coleman Report[1] and subsequent reports such as the Summary Report[2], which identified common needs and problems among many rural isolated systems in the Southeastern United States, the Laboratory developed seven illustrative Title III programs. Five of these programs were funded and became operational. SEL staff members monitored the projects and, in some instances, participated in evaluation phases during 1969. After one year of operations, staff members met with local and state Title I and Title III officials from Georgia, Alabama, South Carolina, Mississippi, Florida, and Tennessee to determine how the original illustrative programs could be improved.

---

[1] James S. Coleman, and others, Equality of Educational Opportunity. A report prepared for the U. S. Department of Health, Education, and Welfare, 1966.

Second Generation Pathways to Better Schools

Suggestions for improving the original seven programs focused upon the difficulties encountered by local school officials in assessing needs and resources prior to selecting strategies. Several consultants stated that local proposal writers sometimes construct programs for which no trained personnel are available for implementation; others select strategies which are inappropriate to the actual needs of the school system. It was concluded that the second generation Pathway Series should include materials which would assist local school planners in assessing their needs and systematically planning strategies to meet these needs. The Comprehensive Planning Guide, Number 1 of the SEL Pathway Series, was created to serve this purpose. The Guide includes (1) instructions for a survey and an inventory of needs; (2) suggestions for allocation of resources to needs and establishment of need priorities; and (3) ways to plan for program action. By using the Guide, together with other sources of information, local school personnel can readily identify strategies that will aim to ameliorate a major educational problem. It is recommended, therefore, that this Guide be used prior to using any other Pathways in order to determine precisely what programs are necessary in problem solving.

---

[2] A Summary Report of Six School Systems. A report published by the South Florida School Desegregation Consulting Center, School of Education, University of Miami, Coral Gables, Florida, 1968.

The six others in the Pathway Series are second generation programs which deal with particular problems identified in the Summary Report. They are illustrative in nature and are intended to suggest ideas to local planners about the content and organization of a written Title III proposal. Each program is presented according to the Title III format of the PACE Manual so that the information contained in the Pathway Series is programmed for the reader. The information is divided into two major divisions: (1) Case Commentary and (2) Illustrative

Case. The Case Commentary appears on the lefthand side of each page. The content is intended to be instructive concerning each section of the Title III proposal format and the topic under consideration. Elements include:

A. Title III Guidelines

A brief summary of major points included in the state guidelines for Georgia, Alabama, Florida, Mississippi, and South Carolina;

B. Suggested References

Sources of information and research studies pertinent to the topic of the Illustrative Case and to the section of the Title III format under consideration;

C. Ideal Statement

A statement pertaining to the proposal outline in which suggestions are made that are intended to enhance the quality of the content; and,

D. Critique

A brief commentary which identifies major strengths and weaknesses of the Illustrative Case and remedies which could have been employed.

The Illustrative Case appears on the righthand side of the page in each of the Pathway Series programs and is an actual Title III proposal which has been funded or submitted for funding. The proposal illustrates how one local school system presented its needs, strategies, outcomes, and evaluation plans. The illustration appears as it was originally submitted for funding except for certain editorial changes considered necessary for clarity and consistency. Some portions also have been omitted for the sake of brevity, and the names and places in the Illustrative Case have been changed to preserve anonymity.

It is hoped that the packaged _SEL Pathways to Better Schools Series_ will be useful from the initial planning stage to the summative evaluation report. Although the present _Series_ more nearly approximates this ultimate goal, it is by no means perfect and awaits further testing before additional work can be done. The total program includes:

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

Pathways are Suggestive Rather than Exemplary

A few words of caution need to be made about using the _Pathway Series_. It should be pointed out that the content of the illustrative proposal and the suggested references and statements made about each section are intended to suggest rather than to dictate how a proposal should be written or strategies should be employed. The selected proposals are used only as examples; they demonstrate both superior and inferior qualities. Since each school system has problems and resources which are unique in each instance, it is probable that most of the information contained in the illustrative Title III proposal will not have direct application to most other school systems. Hopefully, the information will suggest the type of content which is necessary and the critique will serve to assist the planner in making the presentation of his own plan qualitatively and quantitatively better.

The information contained in the SEL Pathways to Better School Series is not intended to replace the use of state guidelines manuals or other materials required by state education departments, or the assistance of state department of education officials in planning. Rather, rural isolated school systems are encouraged to acquire as much assistance as they can to insure successful planning and implementation.

With this information in mind, it is hoped that many rural isolated school systems can employ the

SEL Pathway Series in the manner in which it was intended: to assist in alleviating educational disadvantagement in the Southeast and the nation.

Kenneth W. Tidwell

Kenneth W. Tidwell
Executive Director

April 1970

HOW TO USE THIS DOCUMENT

The SEL Pathways to Better Schools: A Dropout Reduction Program is used to best advantage in conjunction with the state Title III guidelines manual and other resources after a careful assessment of needs, priorities, and resources has been accomplished. Since the construction of a proposal is actually the culmination of a planning process that may have begun many months or a year prior to actually writing a proposal, the potential user of this document should have obtained and used either No. 1 of the SEL Pathway Series, the Comprehensive Planning Guide, or other planning assistance.

After a review of the Title III guidelines manual for the state in which the school district is located, all of the needs, objectives, strategies, outcomes, and other information developed in earlier planning should be matched with the sections of the Title III format in which specific information is required. Once the minimal requirements have been met quantitatively, the program selected from among the six programs offered in the Pathway Series can be employed. By reading the Illustrative Case (an actual proposal) on the righthand side of each page, the planner can see how a proposal was presented by one school system. By reading the Case Commentary on the lefthand side of each page, the planner can gain a broader understanding of general requirements and can find suggestions about where more information can be obtained; ideas about developing statements that will enhance the presentation of selected information; and critical comments regarding the strengths and weaknesses of the Illustrative Case.

With these insights, the planner can begin to expand, delimit, and polish the ideas that were originally written under each section of the format. Hopefully, the information contained on the lefthand side of the Pathway program will direct the planner in such a manner as to insure that all sections of the proposal are tied together empirically. Particular attention should be given to those sections in which needs, objectives, strategies, outcomes, and evaluation are discussed. The organization of these sections to allow adequate monitoring and evaluation activities is often as important as the strategy selected to be employed.

Although it is doubtful that any planner will have or need all of the sources of information contained in the Suggested References section, these sources were selected because they provide direct insights into problems which typically occur during the actual writing of a proposal. There are many other excellent sources which may be used.

Since the Southeastern Education Laboratory has a vital interest in the improvement of education in the Southeast and the nation, there is a three-part mailer on the following page which will serve to keep SEL informed about the application of this and other documents in the Pathway Series. The reader is encouraged to fill out the card specified for each phase of planning and implementation. This will enable the Laboratory to evaluate the Pathway Series.

PHASE I - Planning (Fill out after using PATHWAY for initial planning)

☐ I found this document useful during planning in the following ways:
____
____
____

☐ I did not find this document useful.

☐ I wish to contact someone at Southeastern Education Laboratory regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting us in planning.

Name______________________________
Title______________________________
Address______________________________

5 I

Cut here

PHASE II - Draft of Proposal (Fill out after using PATHWAY for constructing proposal)

☐ I found this document useful during the proposal writing stage in the following ways:______________________________
____
____

☐ I did not find this document useful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about reading and reacting to this draft of the proposal.

Name______________________________
Title______________________________
Address______________________________

5 II

Cut here

PHASE III - Funding & Implementation (Fill out after receiving acceptance or rejection of the proposal)

☐ The proposal as written was rejected on __________(date).

☐ The proposal was funded and implementation will begin________(date).

☐ The Pathways were helpful in constructing an acceptable program.

☐ The Pathways were not helpful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting or recommending persons who can assist in implementing this program.

Name______________________________
Title______________________________
Address______________________________

5 III

Southeastern Education Laboratory
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STATISTICAL DATA

CASE COMMENTARY

Statistical Data

A. Title III Guidelines

Alabama, Florida, Mississippi, and South Carolina have made substantial changes in the format of the Statistical Data section of the project proposal. Florida's format is simplified and is by far the easiest to read. The arrangement of the required items of information presents a much less formidable obstacle than did the earlier *PACE Manual* layout. Georgia adopted the familiar *PACE Manual* Part I with only minor changes in the headings. Mississippi, like Florida, has rearranged and simplified the information required in its Statistical Data section and has color coded that portion of the guidelines for easy identification. Alabama has revamped all sections (persons served) to include considerably more detail of a different nature in some sections (D and E) and less detail in others (sections A, B, and C). In summary, it may be said that the Statistical Data section of each of the five states' guidelines requires essentially the same information, but different formats are used in organization. Any proposal should refer to the applicable Title III guidelines.

B. Suggested References

1. Applicable state Title III guidelines.

2. *A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act*, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

ILLUSTRATIVE CASE

See Statistical Data following.

CASE COMMENTARY

C. Ideal Statement

The Statistical Data portion of the proposal identifies in statistical terms: (1) the target population, (2) the project staff, (3) cost categories by instructional areas, (4) certain ancillary services, and (5) the context for project endeavors.

D. Critique

Section C (1-B) indicates that the only persons to be served by the project are 41 staff members. There should be extracted from the school enrollment a target population of actual and potential dropouts, and the number of students in that population should be shown in the proper place under Section C (1-B).

ILLUSTRATIVE CASE

ILLUSTRATIVE CASE

OE 4381 (11-68)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R600
APPROVAL EXPIRES 9/30/69

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*
A ☒ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*
A ☒ INNOVATIVE
C ☐ ADAPTIVE
B ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*
A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☒ CONDUCTING PILOT ACTIVITIES
D ☐ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

School Dropout Reduction

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

The purpose of this proposal is to reduce significantly the number of early school leavers in the area to be served by the project.

ITEM NUMBER ______

7. NAME OF APPLICANT *(Local Education Agency)*
North Harwell
School District

8. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 999
Hampton, Franklin 99999

9. NAME OF COUNTY
North Harwell, Franklin

10. CONGRESSIONAL DISTRICT
Ninth

11. NAME OF PROJECT DIRECTOR
To be named

12. ADDRESS *(Number, Street, City, State, Zip Code)*

PHONE NUMBER

AREA CODE

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*
Harvey Lester

14. ADDRESS *(Number, Street, City, State, Zip Code)*
Box 999
Hampton, Franklin

PHONE NUMBER
999-9999

AREA CODE
999

15. POSITION OR TITLE
Superintendent of Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED
March 31, 1970

SECTION A – Continued

14. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED

15A. TOTAL NUMBER OF COUNTIES SERVED 1

B. TOTAL NUMBER OF LEA'S SERVED 1

C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 15,000

16. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ 255.04

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		7/1/--	6/30/--	$ 60,581.40
B.	Application for First Continuation Grant		7/1/--	6/30/--	$ 55,650.00
C.	Application for Second Continuation Grant		7/1/--	6/30/--	$ 50,000.00
D.	Total Title III Funds				$166,231.40
E.	End of Budget Period Report				$

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested., Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY ______

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS ______

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $______

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public				1,225			1,225	
		(2) Non-public								
B	Persons Served by Project	(1) Public								41
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2.	TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item IB above)*	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
		428	797			1,225

ILLUSTRATIVE CASE

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBA
PERCENT OF TOTAL NUMBER SERVED	74	26			

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				1		1
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12				4		4
(5) OTHER						
C. PUPIL PERSONNEL SERVICES				1		1
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL		4	1	1	4	3

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →

(1.) TOTAL NUMBER RETAINED 5

(2.) TOTAL CALENDAR DAYS RETAINED 30

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →

(1.) TOTAL NUMBER RETAINED ________

(2.) TOTAL CALENDAR DAYS RETAINED ________

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

		MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)	NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
1.		EVALUATIVE PROGRAMS								
	A	Deficiency Survey (Area Needs)				60				
	B	Curriculum Requirements Study (Including Planning for Future Need)								
	C	Resource Availability and Utilization Studies								
2.		INSTRUCTION AND/OR ENRICHMENT								
	A	Arts (Music, Theater, Graphics, Etc.)								
	B	Foreign Languages								
	C	Language Arts (English Improvement)								
	D	Remedial Reading								
	E	Mathematics								
	F	Science								
	G	Social Studies/Humanities								
	H	Physical Fitness/Recreation								
	I	Vocational/Industrial Arts								
	J	Special-Physically Handicapped								
	K	Special-Mentally Retarded								
	L	Special-Disturbed (Incl. Delinquent)								
	M	Special-Dropout				60				$60,581.40
	N	Special-Minority Groups								
3.		INSTRUCTION ADDENDA								
	A	Educational TV/Radio								
	B	Audio-Visual Aids								
	C	Demonstration/Learning Centers								
	D	Library Facilities								
	E	Material and/or Service Centers								
	F	Data Processing								
4.		PERSONAL SERVICES								
	A	Medical/Dental								
	B	Social/Psychological								
5.		OTHER								

NARRATIVE

CASE COMMENTARY

I. Abstract

A. Title III Guidelines

Neither Alabama nor Mississippi guidelines mention an abstract. Florida indicates inclusion of an abstract as the first section of the Narrative of a proposal but specifies no detail. Georgia includes an abstract in the same place and indicates that the abstract should (1) be limited to one type-written page, (2) depict the objectives of the proposed project, and (3) describe the activities and procedures that are to be utilized in achieving the stated objectives. South Carolina's requirements are identical to those of Georgia.

B. Suggested References

1. Krathwohl, David R. *How to Prepare a Research Proposal*. Syracuse University, 1966. (Copies are available for $1.00 from Syracuse University Bookstore,
303 University Place,
Syracuse, New York, 13210.)

C. Ideal Statement

An abstract should include a concise statement of the needs attacked by the program and specifications of program:

1. clientele
2. location
3. duration
4. objectives
5. procedures.

ILLUSTRATIVE CASE

I. Abstract

A. Objectives

This project is designed to assist local education agencies in the planning and development of a program for the reduction and prevention of dropouts. The thrust of this project--accomplishing a significant reduction in the number of students who withdraw from school before completing the requirements for a high school diploma--is multidimensional. These dimensions are expressed in the following goals:

1. To provide for students a relevant curriculum and work experiences that are designed to enhance their self-identity and to develop a feeling of success within the range of their academic potential.

2. To involve parents, institutions, educators, and civic and business interests within the community and region in cooperative assessing, planning, and implementing the program.

3. To provide systematic individualized schedules that will give maximum support to endemic needs of target students.

4. To make available a counseling and guidance service that will focus upon individual treatment of potential dropouts and returnees in improving and maintaining their skills and interests.

B. Procedures

Proper procedures will involve identification and selection, individual inventory,

CASE COMMENTARY

D. Crítique

The project model, described in this Illustrative Case, is concise, clear, and well developed, with the following exceptions:

The goals expressed in A would be more effective if the age and/or grade were specified. For example: "This could include all students who attain the age of 14 by September 1 and who are in the 7th grade or above."

The concluding paragraph of B is not clearly stated. It is difficult to determine whether the present dropout rate is 80 percent of the students enrolled or if the present rate of dropout is to be reduced by 80 percent. This should be restated: "The aim of this project is to reduce the present dropout rate by 80 percent in the North Harwell School District during the proposed three-year period."

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community involvement, curriculum innovations, guidance, and counseling services. The project staff will utilize the team approach in implementing the program plan. The program provides for appropriate personnel, consultative service, and materials and equipment.

Evaluative instruments such as Kuder, STEP, GATB, HED, WAIS, and Ohio and Social Acceptance Scale will be used to formulate the basis for inventory and for counseling of the individual. Appropriate identification forms will be completed and interviews will be conducted.

The expected product is reduction by 80 percent of dropouts in the North Harwell School District during the proposed three-year period.

CASE COMMENTARY

II. Community

A. Title III Guidelines

State guidelines minimally require an estimation of the population in the area to be served, the ratio of that area's population to that of the state, and a state map showing the location of the area to be served. Each state also requires a list of local education agencies and counties to be served.

B. Suggested References

A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Beyond minimal requirements this section should include a brief description of the community, i.e. school population trends and distribution, and a socioeconomic profile of the area served by the project. In short, this section should provide a description of the context within which the project will operate.

D. Critique

The project adequately depicts the physical features of the school system as well as its location relative to the rest of the state. It would be helpful, however, to include the enrollment by school and grade. It would also be desirable to include a listing of facilities for transportation, medical care, and recreation for the area.

ILLUSTRATIVE CASE

II. Community

A. Population

Franklin has a population of approximately 2,300,000. There are 15,000 people living in the geographic area to be served by this project, representing less than one percent of the state population. Sixty-four percent of the 2,953 school children in the North Harwell School District are from Negro families.

North Harwell is a consolidated school district, with much of its area outside incorporated towns. The median family income is $1,588. The economic base of the district is almost entirely agricultural. The population of the county decreased 21 percent from 1950 to 1960, according to census figures. Because of serious social, economic, and educational disadvantages, the youth of the community are leaving the area and moving to cities.

Schools serving the district are one Negro and one Caucasian (Grades 1-6) in rural areas; and one predominantly Caucasian (Grades 7-12) and one Negro (Grades 1-12) in the county seat, Hampton. A remedial reading center was recently activated adjacent to the county school offices in Hampton.

The district, considered a rural isolated school system, has its legal authority vested in a school board elected by popular vote within the county. The North Harwell School District is one of two such consolidated school districts comprising the whole county. Relationships between the county and local school district are clearly defined by law.

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B. Location

On the following page is a map* showing the counties in the state of Franklin. The location of the North Harwell School District is designated by an arrow. The division of the county into two consolidated districts--termed North and South--is also shown.

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*The map has been omitted to preserve the anonymity of the school system.

CASE COMMENTARY

III. Statement of Need

A. Title III Guidelines

State guidelines for Alabama and Mississippi are identical in that they require a brief statement of needs, an explanation of need priority, and evidence that the community is aware of the needs.

Florida and Georgia require a description of the educational facilities and resources, a listing of needs of people in the area, and how the priority was determined. A description of the financial inadequacy of the area to be served as compared to other areas in the state is also required. South Carolina's requirements are basically the same as those of Florida and Georgia but differ in sequence and wording.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Comprehensive Planning Guide, No. 1 of SEL Pathways to Better Schools Series, Atlanta: Southeastern Education Laboratory, 1970.

3. "How Much Are Students Learning?" A Report Prepared by the Committee on Assessing the Progress of Education. Ann Arbor, 1968.

ILLUSTRATIVE CASE

III. Statement of Need

A. Educational and Cultural Facilities

The North Harwell School District is so isolated from any major population centers (Rockford, 90 miles to the South and Staten, 150 miles to the west) that there are virtually no additional educational or cultural facilities and resources available in the geographic area to be served by the proposed program. One public library, a radio and television network hookup, two movie theaters, and a local newspaper are the cultural facilities available to the people in this district.

B. Determination of Need

A significant reduction in the number of school dropouts was accorded first priority in the list of needs of the school district. Through the cooperative efforts of the Advisory Council, the Superintendent and Board of Education of the local school district, and the Regional Task Force, a complete assessment of the school district was accomplished.

When the conclusion was reached by the local school district that a program of dropout reduction and prevention held first priority, the Board of Education retained the services of an evaluation specialist to conduct an in-depth study of the problem.

The specialist found that standardized tests clearly indicate that children attending the schools in this system perform far below state and published norms in both reading and mathematics. There are 928 students in the fourth, fifth, and sixth grades in the

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4. "Prospective Changes in Society by 1980," No. 1 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

5. Evaluating the Elementary School, A Guide for Cooperative Study, 1964 ed. Atlanta: Southern Association of Colleges and Schools, Commission on Elementary Schools, 1969.

6. Evaluation Criteria, 4th ed. Washington: National Study of Secondary School Evaluation, 1969.

7. Schreiber, Daniel. Profile of the School Dropout. New York: Random House, 1967.

8. Dropout Studies - Design and Conduct. Project: School Dropouts. Washington: National Education Association, 1965.

9. School Dropouts, Research Summary 1967. Research Division, National Education Association, Washington: The Association, 1967.

C. Ideal Statement

A statement of needs provides the basis for all strategies, procedures, and outcomes and should include:

1. Documentation of a needs assessment program
2. An array of needs and resources
3. A confrontation of needs and resources

ILLUSTRATIVE CASE

North Harwell School District. Stanford reading achievement tests revealed that 519 (56 percent) were at least one year behind grade level. Of the approximately 1,900 elementary school children in the entire system, almost 1,000 need a remedial reading program.

Title I funds provided a reading clinic for the school district beginning with the last school year. Six hundred children are now receiving remedial reading instruction two or three times each week. However, this provides for only about 55 percent of the students needing help and is accomplished by holding remedial reading classes with 15 students to a class rather than the desired eight to ten class load.

Standardized tests also revealed that the average fourth, fifth, and sixth grade student in the two largest elementary schools, Lincoln (894) and Hampton Elementary (546), is 1.9 years behind his grade level in mathematics.

It was found that students in this school district should be provided:

1. Relevant experiences designed to improve concept of self

2. Individual and group experiences that enhance identity with peers and families

3. Innovative counseling techniques focusing on a more meaningful school and community environment

4. A modification of perceptions that pupils, parents, and teachers have toward the students, as well as initial efforts to modify perceptions in the community at large

CASE COMMENTARY

4. Assignment of priorities to needs.

D. Critique

It would be helpful to show the exact dropout rate for the school system in the first paragraph of B. All quotations in the text should be properly documented.

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5. An opportunity to develop a feeling of success within the range of their academic and actual potential

6. Work experiences that will enhance their dignity and worth

7. Identification with appropriate models within their school and community environment

8. Experiences that will involve parents in bringing about positive attitudes toward themselves, their schools, and their children

9. Involvement of interested citizens in fostering an atmosphere whereby the target group may feel worthy and wanted.

C. Rationale

The problem of early school leavers is not one that may be solved by the schools alone. Therefore, the necessity of total community involvement that seeks to emphasize the impact of the problem in its many manifestations is a vital and legitimate concern.

The school dropout problem has grown to such magnitude that two presidents of the United States found it necessary to focus public attention on this problem. In July 1963, President John F. Kennedy pointedly referred to it as a "serious national problem," and then announced that he would allocate $250,000 from his Special Emergency Funds of one million dollars to school systems to hire guidance counselors to visit dropouts and potential dropouts.

On January 12, 1965, President Lyndon B. Johnson sent his message on education to Congress. Starting wtih the Northwest

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Ordinance of 1787 and going on to the present, he extolled and praised America's continuing concern with providing a good education for all its children. Then, the President said:

> "There is a darker side to education in America.... almost a million young people each year will continue to quit school if our schools fail to stimulate their desire to learn.... The cost of this neglect runs high--both for the youth and the nation."

As more and more youngsters enter the labor market with higher educational qualifications, those with lower qualifications--the school dropouts--become more disadvantaged. The gap between the two groups becomes wider and the dropout discovers that what he has to offer as a worker is not needed by industry.

One visible consequence of this dropout problem is the fact that the national unemployment rate has not fallen below 3.5 percent in the past 68 months. Also two-thirds of the approximately three and a half million unemployed have less than a high school education. The rate of unemployment among 16-to-21-year-old dropout youths averages 25 percent.

The present-day national concern for dropouts is not a new concern for educators. Enlightened teachers and administrators have always considered the high dropout rate one of their major problems. Population growth, unemployment, delinquency, youth crime, and welfare costs, have made the school dropout situation one

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of education's major problems. Over and above these factors, today's dropouts represent a waste in human resources. President Kennedy, in his State of the Union message to Congress in 1963, said:

> "The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity. Today an estimated four out of ten students in the fifth grade will not even finish high school--and that is a waste we cannot afford."

Most researchers believe that accurate direction and comprehensive evaluation can occur only to the extent that specific goals of a study predicate design.

The purpose of this program is to develop educational practices that a school district may deploy for the reduction and prevention of dropouts. The central thrust emphasizes a rural school district that has a high concentration of children from lower income families and a high dropout rate. Essentially, a program of this nature must lend itself to the systematic transformation of traditional educational practices which in the past have not prevented certain children from becoming school dropouts.

D. Financial Inadequacy

Harwell County is rural with a median family income of only $1,588. The per pupil expenditure for current operation in the North Harwell district is $255, which is 75 percent of the state average of $339 per pupil. The anticipated revenue for the current year from local and state funds is $84,950 and $500,316 respectively. Thus 85 percent of the school system's operating budget comes from state resources. Although the per pupil expenditure is low, the school board is utilizing 24 1/2 mills of the legal maximum of 25 mills that may be levied at the local level. Property in this county is assessed at approximately 40 percent of true value. The assessed valuation and tax rate for school operations follows:

1. Assessed Valuation of Taxable Property

Real Estate	$3,514,050
Personal Property	1,642,209
Public Service Corporation	803,762
Total Assessed Valuation	$5,960,021

2. Tax Rate for Current Operations

Minimum Program Levy	11.0
District Maintenance Levy	13.5
Total Levy	24.5
Tax Rate for Schools	10.0

Nontaxable property in the county other than churches and hospitals is nil.

The county does not provide school programs for 4- or 5-year-old children in either preschool or kindergarten.

In summary, it would be impossible for the school system to undertake this or any other innovative activity requiring new local support. However, North Harwell School District will provide maximum in-kind service and

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in-kind facilities which will be needed to supplement the efforts made available through federal funding.

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IV. Objectives

A. Title III Guidelines

Alabama and Mississippi guidelines require that each objective be listed, be described in detail, and include the changes anticipated from program activity. Florida and Georgia differ only in their requirements that the objective be related to the needs previously listed. South Carolina requires that the objectives be listed in measurable terms and be related to the needs previously listed.

B. Suggested References

1. Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, Inc., 1962. (Publication may be obtained for $1.75 from Fearon Publishers, 2165 Park Boulevard, Palo Alto, California.)

2. McAshan, H. H. Writing Behavioral Objectives. Gainesville: Florida Educational Research and Development Council, 1969. (Publication may be obtained for $1.00 per copy from J. B. White, Executive Secretary of FERDC, College of Education, Gainesville, Florida.)

3. Popham, W. James. "Selecting Appropriate Education Objectives." Los Angeles: Vimcet Associates, 1967. (This set of filmstrips may be obtained from Vimcet Associates, P. O. Box 24714, Los Angeles, California).

ILLUSTRATIVE CASE

IV. Objectives

The objective of the dropout program is to increase the number of participants that successfully complete grades 1-12 and/or successfully practice a self-chosen vocation for one year. The standards for evaluation of the program will be an expectation of successful completion of the program objective by 80 percent of the participants. The criterion of performance of students will be the successful completion of the following: the grade or its equivalent in which they are currently enrolled, Grades 1-12 or the equivalent, and/or entry and completion of one year of full-time or part-time work in a self-chosen vocation in which the participant and employer express mutual satisfaction with the arrangement by written report. Equivalency will be demonstrated by performance above the first quartile on the SAT, G.E.D., ACT, or STEP test.

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4. _______, Elliot W. Eisner, Howard J. Sullivan, and Louise L. Tyler. Instructional Objectives. No. 3 in AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1969.

5. Assistance in writing behavioral objectives may be obtained from:

   a. Southeastern Education Laboratory,
      Atlanta, Georgia
   b. Project IDEALS,
      Gainesville, Florida
   c. EPIC Evaluation Center
      Tucson, Arizona

C. Ideal Statement

Statements of objectives include elements which reflect present needs, the desired changes, and, to some extent, the manner in which the objectives will be measured. The statement of objectives should cover the following:

1. the doer
2. the overt behavior desired
3. conditions under which behavior occurs
4. performance under the conditions given.

D. Critique

This Illustrative Case would be more easily understood if the following format were used:

> The objective of the dropout program is to increase the number of participants that successfully complete grades 1-12 and/or successfully

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practice a self-chosen vocation for one year.

The standards for evaluation of the program will be an expectation of successful completion of the program objectives by 80 percent of the participants.

The criterion performance of students will be the successful completion of the following,

1. The grade or its equivalent in which the students are currently enrolled.

2. Grades 1-12 or their equivalent, and/or,

3. Entry and completion of one year of full-time or part-time work in a self-chosen vocation in which the participant and employer express mutual satisfaction with the arrangement by written report.

Equivalency will be demonstrated by obtaining a score above the first quartile on the SAT, G.E.D., ACT or STEP test.

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V. Procedures

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that procedures be stated sequentially. In addition, Alabama and Mississippi require that the reason for selecting the procedures be stated, and that both the content and methods of instruction be described as related to achievement of objectives. Alabama and Mississippi specify continuing assessment of programs and use of the resultant information in determining project direction. South Carolina requires and Alabama desires (when possible) that a schedule of dates and major events in the project be submitted.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Alexander, William M. A Working Paper on Organization for Instruction, Chapter IV. Prepared for Project Ideals through Florida Educational Research and Development Council, March 1967.

3. Goodlad, John, Planning and Organizing for Teaching. Washington, D.C.: National Education Association, Project on Instruction, 1963.

ILLUSTRATIVE CASE

V. Procedures

A. Dropout Determination and Selection

1. Dropout determination and selection will be accomplished by utilizing the procedures outlined in Dropout Studies -- Design and Conduct and by information obtained with the "Cooperative Dropout Prevention Program Information Inventory" developed by the Southeastern Education Laboratory. The following factors also will be considered:

a. Identification and location of persons 12-21 years of age who are not in school and who have not finished grades 1-12 or a 1-12 equivalency.

b. Expressed desire of the dropout to fulfill the objective requirements.

c. Interview record showing why student dropped out of school or background informtion on the potential dropout.

2. Sixty students will be selected from those identified by the director of the program on the basis of the recommendation of the dropout survey and advisory committee on selection.

B. Individual Inventory and Counseling

1. Tests and Inventories

a. Kuder Preference Record
b. STEP--Sequential Tests of Education Progress
c. GATB--General Aptitude Test Battery (to be administered by the state employment offices)
d. ITED--Iowa Tests of Educational Development
e. WAIS and WISC--Wechsler Adult

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4. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight-State Project. New York: Citation Press, 1969.

5. Reducing School Dropouts; GEIC Recommendations. Atlanta: Georgia Educational Improvement Council, 1969. (Publication may be obtained free of charge from GEIC, Room 640, Seven Hunter Street Building, Atlanta, Georgia, 30334.)

6. Kaufman, Jacob J. and Morgan V. Lewis. The School Environment and Program for Dropouts. University Park: Pennsylvania State University, 1968.

7. Dropout Studies--Design and Conduct. Project: School Dropouts. Washington: National Education Association, 1965.

8. School Dropouts, Research Summary 1967-S1. Research Division. Washington: National Education Association, 1967.

C. Ideal Statement

The Procedures section contains the sequence of activities and practices in which specific content, method, and techniques are expected to achieve the objectives stated. Alternative procedures should be reviewed and noted and the sequences should be expressed in written form and as a chart which depicts the paths of action.

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Intelligence Scale and Wechsler Intelligence Scale for Children

f. A physical examination and medical information sheet on each participant will be furnished by the local health department.
g. Ohio Social Acceptance Scale
h. Attitude Inventory locally adapted. (The attitude inventory developed by James G. Anderson of New Mexico State University in a paper prepared for the 64th Annual American Sociological Association, 1969, will be used. The paper is entitled "Social and Cultural Influences on the Achievement of Mexican-American Students.")
i. Personal Satisfaction Inventory--Fundamental Interpersonal Relations Inventory--Behavior (RIRO-B).

2. Counseling and Self-Analysis. Each participant will be counseled with regard to an inventory of his personality.

C. Community Involvement

1. A work-study program will be initiated that will be based on the "College Work Study Program."

a. Students will be paid $1.65 an hour.
b. Students may work and go to school on the scheduled basis with the percentage of subsidation indicated in the following chart:

School load (hours and/or Periods)	Work Load (hours)	Payment by school for nonprofit agency (Percent)	Total (hours and periods)
6	4	90	10
4	6	50	10
3	8	25	11

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D. Critique

In A-2, it is not clear whether the target group for service is to be the 60 selected dropouts who agee to participate in the program, or potential dropouts currently enrolled in school. The method for identifying the target group must be specified.

In B-1f, it is doubtful whether the local health department would give physical examinations. The reference to physical examinations should be changed as follows: "Physical screening and immunizations will be performed by the local health department and the recommended medical follow-up on each participant entered on the medical information sheet."

In C-1c, consideration should be given to the following suggestion:

In a small, poor community, the public agencies are limited in their potential to offer permanent job opportunities, and the number of openings is quite restricted. If the program has good community involvement, it should allow and encourage the work-study students who are old enough to meet the minimal age requirements for part-time employment to do their part-time work in business and industry, with the businesses and industries providing the wages. This experience could lead to permanent employment with the part-time employer.

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c. Students must work at a non-profit public institution.
d. The program will be coordinated by the guidance director. All decisions concerning the program will be made at the discretion of the local educational agency operating the program.

2. A cooperative work-study program will be developed utilizing distributive education and cooperative education techniques, e.g. six months school/six months work; part-time school/full-time work; or part-time work/full-time school.

3. Involvement of interested citizens, agencies, and relatives will be accomplished through lay advisory committees and public invitation to workshops and conferences. Industry and business leaders will be asked to become lay counselors to a dropout, and to become school-community coordinators.

D. Curriculum Innovations and Institution Involvement

1. Involved teachers, school staff, and other interested community representatives will be assembled on the basis of awareness and acceptance of dropout problems. Workshops and conferences will be held on the first and second weekends of each month to bring about involvement, awareness, and acceptance.

2. Guidance

a. Educational placement will be established.
b. Vocational placement will be established.
c. Occupational information services will be initiated.
d. Referral services will be established.

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3. Programmed instruction will be used and credit for course will be given if the student demonstrates he has satisfactorily completed the course of programmed instruction with a retention rate of 80 percent.

4. Correspondence courses will be utilized for self-directed or multiple-subject classrooms. Full credit will be given to correspondence courses.

5. Full credit will be given by the high school for course work taken at the college and vocational-technical school regardless of the credit given at the school of higher education. Articulation and evaluation for course credits will be interpreted for this purpose by an advisory board.

6. Vocational-technical schools will be contacted concerning the use of their facilities and staff on a shared basis for selected students for secondary and higher education credit.

7. By means of flexible scheduling, classes will be adjusted to fit the needs of the participants.

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VI. Emphasis

A. Title III Guidelines

Alabama and Mississippi do not require a section on Emphasis. Mississippi guidelines state in Chapter I that "priority (is given) to innovative and exemplary programs." Alabama's Project Prospectus and Statistical Report (Section A) provide for applicants to indicate whether the project is innovative, exemplary, or adaptive. Georgia and Florida guidelines are identical in their requirements for a description in the Narrative section of how the project is innovative, exemplary, or adaptive. Both states provide space in the initial application for project emphasis to be indicated. Georgia makes no such provision in its prospectus. South Carolina does not mention an Emphasis section in the Narrative but does require an indicational in the Statistical section.

B. Suggested References

1. Applicable state guidelines obtainable from the State Department of Education.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

3. School Dropouts, Research Summary 1967-S1. Research Division, National Education Association. Washington: The Association, 1967.

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VI. Emphasis

It is recognized that schools take varied approaches to alleviating the problem of early school leavers. Many of the efforts to reduce the number of school dropouts have concentrated on elemental programs that were not pervasive enough to maximize effectiveness. A dropout reduction program must encompass many basic features rather than emphasize a singular approach. The emphasis of this program is focused on the total involvement of the school and community united to determine the causes of early school withdrawals and to employ methods to eliminate these causes.

Thus, this program will require qualified personnel with varied competencies, the involvement of parents, ethnic groups, and representatives of business and industry; extensive publicity supporting the program; new and varied curricula; extraclass involvement flexible scheduling; inservice education in cooperation with technical schools, community colleges, and the state university; individual guidance and counseling; and job placement efforts for youths.

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C. Ideal Statement

The Emphasis section defines and justifies the description, i.e. innovative, exemplary, adaptive, used to describe the proposal.

D. Critique

The information provided in the Illustrative Case is complete, and no additional comment is necessary.

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VII. Planning

A. Title III Guidelines

Alabama and Mississippi require a description of (1) the past or future planning; (2) participation of other agencies, public and private, and of school personnel; and (3) the resources needed to implement the program including personnel, time, equipment, facilities, and money. Georgia and Florida require essentially the same information but specify descriptions of (1) state agency help in planning, (2) any planning grants, (3) how federal support will be phased out, and (4) how project funding supplements rather than supplants local financial support. South Carolina asks simply for a description of the planning that took place in designing the project and the people and agencies involved. All five states require letters of commitment from other agencies involved.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

3. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight-State Project. New York: Citation Press, 1969.

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VII. Planning

A program designed to reduce and prevent school dropouts must be planned to involve participation of many persons, institutions, and agencies. This participation should be representative of the total community. Inclusion of supportive persons with desired competencies and agencies that have genuine concerns which will generate positive direction for the program are essential.

The initiation of any program of educational improvement calls for a commitment by the superintendent and board of education. This commitment should include the dedication of time and funds to the proposal.

A. Participation

The following individuals and agencies have participated in the planning of this proposal.

NORTH HARWELL SCHOOL DISTRICT

Harvey Lester, Superintendent
Jonathan Moore, Programs Coordinator
Arthur Johnson, School Board Chairman
Edgar Bach, Teacher, Social Studies, Harwell High School
Elbert Graves, Principal, Homer High School

NORTH HARWELL COMMUNITY

Joseph Maxwell, President, AAA Industries
Rev. Burton Bridges, Pastor, First Baptist Church
Rev. William Porter, Pastor, First Methodist Church
Hon. Jack C. Davenport, County Commissioner

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C. Ideal Statement

Planning identifies needs, establishes objectives, and projects the resources, relationships, and evaluation required to operate.

D. Critique

It is strongly recommended that the county medical officer be included in planning or advisory groups.

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OTHER INSTITUTIONS AND AGENCIES

Dr. Martin Maynor, University of West Franklin
Dr. Warren Jeffers, Director, Area Vocational Tech and Junior College
Robert Brewster, Director, Bureau of State Employment
Franklin Gilbert, Editor, TIMES Newspaper
Dr. Jarvis Endicott, Information and Advisory Office, State Department of Education
Dr. Walter Branch, Regional Program Officer, Equal Opportunities Office, Atlanta, Georgia
Dr. Robert E. Nelson, Southeastern Education Laboratory, Atlanta, Georgia
Mr. Leroy Petty, Radio Station WWWW
Dr. Luther Bartow, Title III Coordinator, State Department of Education.

These individuals were organized as the Education Advisory Council for North Harwell School District. It was the unanimous feeling of this group that only by mobilizing the interest and effort of local people would the dropout study have both effective direction and influential status.

The Advisory Council members reviewed the study conducted by the University of Miami which identified educational problems common to rural isolated school districts. The members of the council also met with the board of education, superintendent, and other professional people for the purpose of determining the most critical needs of the school district and to establish priority for these needs.

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The needs of the North Harwell School System are listed below in order of priority.

1. Significant reduction in the number of dropouts
2. Preschool instruction
    a. Mobile instructional unit
    b. Kindergarten training
3. Follow-through on early childhood education programs
4. In-service training program for faculty members
5. Communication skills development
    a. Elementary schools
    b. High schools
6. Up-grading of reading ability throughout the system
7. Application of up-to-date organizational strategies and techniques, such as team teaching, nongrading, flexible scheduling, and use of new types of instructional equipment and materials.

B. Methods and Procedures

A survey was made utilizing the methods outlined in Dropout Studies: Design and Conduct by the National Education Association and in the Cooperative Dropout Prevention Program Information Summary by Southeastern Education Laboratory. The purpose of the survey was to determine and select participants who will be given personality, psychological, and physical assessments (tests) to facilitate participant, self-analysis.

The involvement of relatives, governmental and civic agencies, community and educational leaders with the problems of the participants seems essential to the accomplishment of the objectives. This involvement will be obtained through educational workshop and conferences open to the public and by inviting interested persons to become involved as individuals and by groups with the dropouts on a face-to-face basis.

To encourage participation, procedures will be adjusted to fit the needs of the individual student. This flexibility will include programmed texts and correspondence courses for credit; classes at colleges and vocational techical school for credit at both levels; work-study and cooperative work-study plans which have been hitherto used on the college level but not on the secondary school level; tutorial and remedial classes; and a flexible schedule.

C. State Assistance

The Director of Federal Programs from the State Department of Education and the Director of Title III gave very valuable support and assistance in preparing this proposal.

D. Planning Grant

Planning was not supported by Title III or any other grant.

E. What The Funds Provide

Funds will provide salaries of staff, consultant services, released time and workshop time for teachers, and materials.

In the initial year the program will be available to students in Grades 9-12. In subsequent years the program will be extended to include students in Grades 8, 7, and 6.

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F. Phasing Out Federal Support

This project is proposed with the feeling that it should be supported for a minimum of three years. This time period will be required to develop the effectiveness of the program.

It is anticipated that the North Harwell School District would continue to finance the worthy features of the program.

G. Related Services

The full-time service of one visiting teacher for the entire school system is the only activity or service now being rendered that is directly related to this proposal. The applicant agency gives full assurance that such related services and funds from federal sources will supplement rather than supplant the financial support now available.

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VIII. Participation of Nonpublic School Children

A. Title III Guidelines

Neither Alabama nor Mississippi includes a section on private schools in the Narrative portion of the proposal. However, both require in the Planning section that the applicant show how the project will benefit children and teachers in private nonprofit schools, and that plans for private school participation be documented. Florida, Georgia, and South Carolina devote a section to private nonprofit schools. Florida and Georgia require that any arrangements relative to the loan of project equipment be documented as to basis and terms for such loans. Only South Carolina requires that planning participation by nonpublic school personnel be described.

B. Suggested References

1. Applicable State Title III Guidelines.
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

When required, the section on Participation of Nonpublic School Children is expected to delineate any involvement of nonpublic school pesonnel and students in the project.

ILLUSTRATIVE CASE

VIII. Participation of Nonpublic School Children

There are no nonpublic schools in North Harwell School District.

CASE COMMENTARY

D. Critique

No comment necessary.

ILLUSTRATIVE CASE

CASE COMMENTARY

IX. Evaluation

A. Title III Guidelines

Alabama, Florida, Georgia, and Mississippi require a description of the methods, techniques, and procedures to be used in assessing the degree to which objectives of the program are met. They also require an estimate of the costs of evaluation and a description of the instruments to be used in the evaluation. Mississippi requires an explanation of "how the evaluation procedure is built into the proposed project activities." South Carolina specifies process evaluation and requires assessment on a continuing basis as well as product evaluation. South Carolina requires a description of the means "used in obtaining qualitative and quantitative measures of the extent to which objectives are achieved." That state also requires a description of measuring instruments and an estimate of cost.

B. Suggested References

1. Cook, Desmond L. Program Evaluation and Review Technique, Cooperative Research Monograph No. 17. Washington: Government Printing Office, 1966.

2. Sullivan, Howard J. "Objectives, Evaluation and Improved Learner Achievement," Instructional Objectives, AERA Monograph Series on Curriculum Evaluation No. 3; Chicago: Rand McNally & Co., 1969, pp. 65-99.

3. Applicable State Title III Guidelines.

ILLUSTRATIVE CASE

IX. Evaluation

The summative product evaluation criteria are contained in the statement of the objectives, and the instruments, devices, and methods to be used are enumerated in the assessment procedures detailed in ection IV 1-A. The general evaluation will be determined on the basis of successful accomplishment by eight of ten participants of the criterion performance established for them by the selection-of-participants process. The purpose of the program is to reduce the number of early school leavers.

The formative evaluation will include an assessment of the attitudes of parents, students, teachers, staff, and interested agency representatives toward the dropout and the change in the attitude of the dropout toward school and community. This evaluation will be based on a post-test design with the participant group and a control group (school dropouts not included).

Counts will be made of the number and category of persons and agencies involved in the program. The number of individuals and agencies in each category will be counted. Topical outlines will be drawn for these counts to indicate the strength of involvement by topic and length.

CASE COMMENTARY

4. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
5. Hawkridge, D. G., P. L. Campeau and P. K. Trickett. Preparing Evaluative Reports of Educational Programs: A Guide for Authors. Palo Alto: American Institute for Research in Behavioral Sciences, 1969, pp. 39-56.
6. Popham, W. J. Educational Criteria Measures. Inglewood, Calif.: Southwest Regional Laboratory for Educational Research and Development, 1968.

C. Ideal Statement

Evaluation consists essentially of assessing the degree to which the target population acquires the behavior and capabilities specified in the objectives. Changes in learner behavior are the grist of evaluative activities in education

D. Critique

No comment necessary.

ILLUSTRATIVE CASE

CASE COMMENTARY

X. Dissemination

A. Title III Guidelines

Alabama and Mississippi require a description of provisions for publications, conferences, visitations, and other means of dispersing information about the project, along with an estimate of the cost of dissemination. Both Alabama and Mississippi place dissemination under Planning on their guidelines. Florida and Georgia require the same information but devote a major section to dissemination. South Carolina also allots a section to dissemination and requires that it take place initially in the geographical area served by the project and subsequently in other areas. South Carolina also requires cost estimates.

B. Selected References

1. *A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act*, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

3. National School Public Relations Association, 1201 16th Street NW, Washington, D. C. 20036.

C. Ideal Statement

Most dissemination plans fail to include strategies for measuring the succcess of information programs. Very often, dissemination efforts are carried

ILLUSTRATIVE CASE

X. Dissemination

Progress and findings of this program will be made available to the following individuals, agencies, and institutions:

NATIONAL

U. S. Office of Education
National Education Association
Members of U. S. Congress

STATE AND REGIONAL

State Department of Education
State Teachers Association Journal
Governor and members of the State Legislature
Regional educational accrediting agencies
Southeastern Education Laboratory
Colleges and universities
Television and radio

LOCAL

Churches
Professional and civic groups
Businesses and industries
Public and private agencies and governing bodies
Newspapers, television and radio stations

Private individuals, educators, and representatives of business, industry, and other agencies concerned with the improvement of educational opportunities will be encouraged to make site visits.

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out by the project director. This person is not always the one who can devote the attention required for such efforts to be consistent, timely and successful. Careful planning, periodic evaluation and competent persons in charge of dissemination should be produced for this section.

The best and only truly effective dissemination is that which results in the replication of good practices in new situations.

ILLUSTRATIVE CASE

CASE COMMENTARY

XI. Qualifications of Professional Personnel

A. Title III Guidelines

Alabama and Mississippi guidelines dictate that the number of personnel by position, job description, and qualifications be included, along with the time, the location, and conditions under which consultants will work. Both states place this information under Planning. They require resources, a description of the assistance sought and the relation of the consultant to regular staff members. Florida and Georgia require information in addition to that above, i.e. salaries, length of service, percent of full-time involvement, a description of the responsibilities for each position, and the minimum acceptable qualifications. Florida and Georgia also require that this section reflect the employment status, i.e. commitment, of professional personnel named in the contract. South Carolina requires information on three classes of project employees: (1) professional, (2) consultative, and (3) nonprofessional. In each case, the number of personnel needed, job descriptions, and distinction between sources of payroll funds is required.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education.

ILLUSTRATIVE CASE

XI. Qualifications of Professional Personnel

A. Positions, Salaries, and Involvement

The personnel requirements for this project are shown in the table below along with their respective salaries and the length of time annually they will be involved.

Position	Salary	Involvement
Director	$8,300	full-time
Teacher/ Counselors (4)	5,500	full-time
Social Worker	5,500	full-time
Consultants (5)	75 per day	6 days each
Secretary	3,600	full-time
Tutors (4)	60 per month	6 mos. each

B. Responsibilities and Qualifications

1. Director

The director of this program will have the responsibility of coordinating the program team in its many tasks. He will work closely with community organizations, superintendents, board of education, school principals, business and industrial leaders, and churches within the community. He will direct the implementation of the program; arrange and direct in-service activities of staff and lay citizens; involve

CASE COMMENTARY

3. Schmidt, Warren H. Styles of Leadership, Looking into Leadership Series. Monographs in the Education Library. Washington: Leadership Resources, Inc., 1966.

C. Ideal Statement

Project objectives establish the qualifications of professional personnel.

D. Critique

If the major effort is to be expended on the 60 selected dropouts, the staff-to-student ratio is good. If efforts are to include potential dropouts in the school population, the staffing is thin.

In attempting to reach potential dropouts in present school population, it is suggested that the teacher-counselor role be modified to concentrate on working with teachers to improve attitudes and techniques.

Serious consideration should be given to adding more personnel. In view of the serious social problems which must exist in a community with a median family income of less than $1,600.00, perhaps it would be wise to add a few hundred dollars to the budget o employ a graduate of a school of social work. Consideration might be given to the possibility of making this program a field-training experience for graduate students in a nearby school of social work in order to increase the availability of social workers with little additional expense.

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appropriate consultative input for all facets of the program, and devise an effective evaluation and follow-up plan.

The director will have earned a Master's Degree and will have had not less than two years successful classroom teaching experience. He will have no less than two years' administrative or supervisory experience and must have demonstrated an ability to work effectively with people.

2. Teacher-Counselor

The responsibilities of the teacher-counselor will be to instruct and counsel with dropouts and potential dropouts; to solicit acceptance and understanding from teachers, other pupils, and the general community; to assist and supervise in special tutorial services for those students who need such services; to initiate contact and follow-through with employers; and to supervise work-study of students.

The teacher-counselor should be certified with at least a Bachelor's Degree. This person should have at least one year of successful teaching experience (preferably at the junior-senior high school level), with real interest and concern for educating disadvantaged students.

3. Social Worker

The social worker will have the responsibility of working directly with potential dropouts, their parents, public agencies, and the schools. She will elicit cooperation and understanding of individual students in the program and the interpretation of the program itself.

2

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Furthermore, she will work with returnees who need the support of someone who has expertise in dealing with individual and community problems. The social worker will also work closely with the attendance supervisor in the early detection of potential school dropouts and will make the necessary referrals based upon her findings.

This person should have at least a Bachelor's Degree (Master's preferred) with a major in Sociology. She should have recent experience in high school teaching and a thorough knowledge of the community and its people. She should have a genuine fondness for working with various socioeconomic levels of people.

4. Consultants

The consultants should provide expert advice and assistance in implementing various aspects of the program, provide supervisory assistance to the program staff, and assist in the continuing evaluation of the project.

The six consultants necessary for this program should have competence in one of the following disciplines:

a. Vocational education
b. Psychology
c. Sociology and Human Relations
d. Curriculum and Supervision
e. Social Work and Community Organization.

C. Qualifications Relative to Responsibilities

The professional personnel are not presently known; therefore,

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their specific qualifications and experience cannot be listed.

CASE COMMENTARY

XII. Facilities, Materials, and Equipment

A. Title III Guidelines

Florida and Georgia require that the nature, location, and ownership of program facilities be described. Terms of any leases are to be indicated and all new equipment and materials for the program are to be justified. Facilities and equipment provided by other than project funds should be explicated to indicate efforts to support the project from other resources.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Every project worthy of funding needs a physical base of operation for both program and staff where day-to-day operations occur, and are recorded, supported, and enhanced.

D. Critique

The Illustrative Case as given is sufficient.

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XII. Facilities, Materials, and Equipment

A. Location and Nature

The proposed program will operate in two high school attendance centers in Harwell County. Two teacher-counselors and two student tutors will be provided counseling and office space in each of the two high schools. The director and social worker will be housed in the school board offices in Hampton, Franklin. No facilities will be leased.

B. Justification

At present, there is no systematic endeavor aimed at reducing the number of dropouts. The dimension of the problem is only vaguely known, since no hard data exists on the holding power of schools, nor on the work performance of students who have finished high school or who are currently in school. The effectiveness of the curriculum in general and of the instructional programs in particular is largely a matter of conjecture.

The financial condition of the school system is such that it cannot establish a data bank from which to analyze the instructional program. Without financial assistance, a base for improvement cannot be established; the system cannot afford the personnel to work with students who have special problems.

C. Funding

Local systems will provide physical facilities. NDEA Title XI funds will be sought for testing material and scoring services.

CASE COMMENTARY

XIII. Subcontracting

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina treat the section on contracting exactly alike. All the states require that the following information be provided in each instance of contracted services:

1. Name and kind of agency with which the contract will be made
2. Dates of contract (expiration date must not be later than that of Title III grant)
3. Type of contract, e.g. fixed price, cost reimbursement, cost sharing
4. Funds to be paid under the contract
5. Services to be provided.
6. Responsibilities to be retained by the applicant for the control and supervision of the subcontracted services.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

C. Ideal Statement

Subcontracting is permitted when the service to be performed is (1) neither appropriate for nor within the capabilities of the project staff, and (2) approved by the commission.

ILLUSTRATIVE CASE

XIII. Subcontracting

This project does not involve subcontracting.

CASE COMMENTARY

D. Critique

No comment is required.

ILLUSTRATIVE CASE

CASE COMMENTARY

XIV. Tax Effort

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the applicant provide answers to the following questions if special consideration is desired because of local inability to meet critical educational needs:

1. What percent of the legal maximum tax rate is the current school tax levy in your district?
2. What percent of the actual value of property in your district is the assessed value? What is the average percent for your state?
3. What percent of the average per pupil expenditure in your state is the average per pupil expenditure in your district?
4. Does your district have an unusual amount of nontaxable property? If so, please explain and list any special monies provided.

Alabama, Georgia, and Mississippi require additional information specifying (1) the phasing out of federal support; (2) the services and activities during the past three years that have been related to the proposed program; and (3) the assurances that federal funds will not be used to supplant funds already available. Florida's guidelines include additional questions aimed at the applicant's needs as related to national needs.

ILLUSTRATIVE CASE

XIV. Tax Effort

This project contained no section on tax effort. Relevant tax data appears in section IV-D.

CASE COMMENTARY

B. Suggested References

1. "The Economics and Financing of Education," No. 5 of Emerging Designs for Education Series, eds. Edgar L. Morphet and David L. Jesser. An Eight State Project. New York: Citation Press, 1968.

2. High Schools in the South, A Fact Book, Chapter 2. Nashville: Division of Surveys and Field Services, Center for Southern Education Studies, George Peabody College for Teachers, 1966, pp. 7-20.

C. Ideal Statement

When reasonable local efforts have failed to produce sufficient resources for an adequate education program, state and federal resources should be made available to insure it.

D. Critique

Failure of the applicant to include a statement on tax effort implies that special consideration is not desired and further that the school district is in fact able to meet its critical educational needs. Such implications are not likely to be the case with rural isolated school systems for which these models were designed. One example of a presentation of local tax effort and ability is depicted below:

1. Degree of Tax Effort

   a. Present tax levy is 25 mills (excluding special bond issues).

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b. (1) Property assessment in Fairfield County is 45 percent of true value.
(2) The average assessment for the State of Franklin is 20 percent of the true value.

c. The average per pupil expenditure in Fairfield County is $281, which is approximately 83 percent of the state average of $339.

d. The amount of nontaxable property (other than churches and hispitals) is nil.

2. Ability to Meet Critical Education Needs

a. The school district at present has no preschool program.

b. The pupil-teacher ratio for the elementary schools is 29 to 1, and for the secondary schools it is 28 to 1.

c. The total professional staff and pupil ratio for the elementary schools is 28 to 1 and for the secondary schools it is 27 to 1.

d. Total enrollment for each of the last seven years is as follows:

1962-63	2,985
1963-64	2,945
1964-65	2,945
1965-66	2,933
1966-67	2,925
1967-68	2,915
1968-69	2,890

There have been no large or sudden changes in

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enrollment. However, average daily attendance has increased three percent over the past seven-year period.

e. For the present enrollment and staff, the school facilities are not overcrowded.

f. No building has been declared unsafe.

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FINANCIAL DATA

PROPOSED BUDGET SUMMARY __/
For Title III P. L. 89-10 Funds
(one summary for each proposed grant period)

Name and address of applicant Harvey Lester, Supt., North Harwell School District, Hampton, Franklin

Grant period would begin July 1, 19-- and end June 30, June 30, 19—

Expenditure Accounts	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equip-ment	Other Expenses	Total
		Professional	Non-Professional						
1 Administration	100	$	$ 3,600.00	$	$ 300.15	$	$	$	$ 3,900.15
2 Instruction	200	35,800.00	3,840.00	2,250.00	1,911.75	3,133.50			4,693.25
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation Service	500								
6 Operation of Plant	600							469.00	469.00
7 Maintenance of Plant	700								
8 Fixed Charges	800	6,440.00	744.00						7,188.00
9 Food Services	900								
10 Student-body Activities	1000								
11 Community Services	1100								
12 Remodeling	1200								
13 Capital Outlay-Equipment only	1230						2,089.00		2,089.00
14 TOTAL		$42,244.00	$ 8,184.00	$ 2,250.00	$ 2,211.90	3,133.50	2,089.00	$469.00	$60,581.40

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EXPENDITURE ACCOUNT NO. 100 - Administration

Name and Title, Purpose, or Item / Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Salaries						
Nonprofessional						
Secretary-Bookkeeper-Records Clerk			12 mos	$3,600.00		$3,600.00
Materials & Supplies						
Office Supplies:						
Typing Paper, Bond 8 1/2 x 11			14 rms	1.19		16.66
Letterhead, Bond 8 1/2 x 11			6 rms	2.04		12.24
Paper, tissue, 2nd sheets 8 1/2 x 11			15 rms	.43		6.45
Carbon, 100/bx 8 1/2 x 11			8 bxs	.92		7.36
Stamped envelopes 500/bx			4 bxs	31.20		124.80
Envelopes, plain 500/bx			3 bxs	1.54		4.62
Pens, ballpoint, BIC, med.			1 1/2 dz	.33		.49
Pencils, #2			11 dz	.19		2.09
Paper clips			10 bxs	.04		.40
Rubber bands			5 bxs	.25		1.25
Mailing envelopes 11 1/2 x 14 1/2			5 bxs	2.00		10.00
Erasers, typewriter w/brush			12	.08		.96
Ruler			1	.18		.18
Stapler			1	1.64		1.64
Staples			6 bxs	.27		1.62
Staple remover			1	.24		.24

CONTINUED

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 100 - Administration

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Scotch tape			5 rolls	$ .16		$ .80
Stencils			11 quire	1.45		15.95
Dittos			2 bxs	2.24		4.48
Calendar (complete)			1	2.95		2.95
Duplicator paper 8 1/2 x 11			10 rms	.67		6.70
Mimeo Paper 8 1/2 x 11			10 rms	1.34		13.40
Telephone Index			1	4.50		4.50
Steno pads			12	.12		1.44
Stamps			5 rolls	6.00		30.00
Corr. fluid, stencils			5 btls	.35		1.75
Folders 8 1/2 x 11			10 bxs	1.18		11.88
Folders 8 1/2 x 14			6 bxs	1.48		8.88
Mimeo ink			5 tubes	1.30		6.50
						$300.15

TOTAL ADMINISTRATIVE COST $3,900.15

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EXPENDITURE ACCOUNT NO. 200 - Instruction

Expense Class / Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Salaries						
Project Coordinator	x		12 mos	$8,300.00		$8,300.00
Professional						
(4) Teacher-counselor	x		12 mos	5,500.00		22,000.00
(1) Social worker	x		12 mos	5,500.00		5,500.00
Non-professional						
(4) Special tutors		x	6 mos	960.00		3,840.00

TOTAL SALARIES $39,640.00

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EXPENDITURE ACCOUNT NO. 200 - Instruction

Name and Title, Purpose, or Item / Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Contracted Services						
Honoraria for 5 consultants for all year In-service training of teachers and for evaluation assistance:						
1 in vocational education			6 days	$75.00 per day		$450.00
1 in psychology			6 days	$75.00 per day		450.00
1 in sociology and community organizations			6 days	$75.00 per day		450.00
1 in guidance and counseling			6 days	$75.00 per day		450.00
1 in supervision and administration			6 days	$75.00 per day		450.00

TOTAL CONTRACTED SERVICES $2,250.00

EXPENDITURE ACCOUNT NO. 200 - Instruction (continued)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Materials & Supplies						
Instructional supplies & evaluative materials, Dropout reduction program						
Self Concept as a Learner Test			1,250	$ .10		$125.00
IBM 509 answer sheets			2 bxs	24.55		49.10
Scoring and Reporting Service			2,500 shts	.20		500.00
Kuder Preference Record Test, Manual, Scoring Sheets & Profile sheets			80			62.55
STEP			80			55.10
GATB-State Administered						N/C
ITED with Electronic Scoring			80			140.00
WAIS & WISC			60	15.00		900.00

CONTINUED

EXPENDITURE ACCOUNT NO. 200 - Instruction (continued)

Name and Title, Purpose, or Item / Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Ohio social acceptance scale			80	$ .50		$ 40.00
Attitude Inventory			80			N/C
FIRO-B			80	.50		40.00

TOTAL INSTRUCTIONAL SUPPLIES $1,911.75

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EXPENDITURE ACCOUNT NO. 200 - Instruction (continued)

Expense Class / Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Travel						
Project Coordinator - mileage						
In-county trips to 4 pilot demonstration schools @7 cents per mile			12 mos	$ 40.00		$480.00
Travel & subsistence for project coordinator and 4 teachers at professional meetings, such as:						
State Evaluation Conf. (2)			4 days			
State Title III Meet. (2)			4 days			
Meetings which are not regularly scheduled (unforeseen) (2)			4 days			
State ASCD Assoc. (2)			4 days			
State Counseling & Guidance Assoc. (2)			4 days			
Supervisors' conference (Project Coordinator only)			4 days			
Travel			6,000 mi	.07		420.00
Subsistence-5 participants			24 days	14.00		336.00
at SEL in Atlanta			2 trips	75.00		150.00

CONTINUED

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 200 - Instruction (continued)

Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
Expense Class	Full	Part				
Consultants - by auto						
45 trips within Franklin			250 mi	$ .07		$787.50
by plane from various places in USA, as necessary - tourist			4 round trips	135.00 average		540.00
Per diem for 5 Consultants			30 days	14.00		420.00

TOTAL TRAVEL EXPENSES $3,133.50

TOTAL INSTRUCTIONAL COSTS $146,935.25

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EXPENDITURE ACCOUNT NO. 600 - Operation of Plant

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Other Expenses						
Communications						
Telephone installation				$25.50		$25.50
monthly service (1 phone and 1 ext.)			12 mos	12.00		144.00
Long distance			12 mos	15.00		180.00
Postage, etc.			12 mos	10.00		120.00
					TOTAL	$469.00

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EXPENDITURE ACCOUNT NO. 800 - Fixed Charges

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Salaries (Fringe Benefits)						
Professional						
Retirement (13.2%)						$6,444.00
Social Security (4.8%)						
Non-professional						
State & County Officers & Employees Retirement (5.2%)						
Social Security (4.8%)						744.00

TOTAL $7,188.00

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EXPENDITURE ACCOUNT NO. 1230 Capital Outlay (Equipment Only)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Electric typewriter			1	$355.00		$355.00
Executive desk			1	160.00		160.00
Executive chair			1	55.00		55.00
Secretarial desk			1	192.50		192.50
Secretarial chair			1	41.90		41.90
4-drawer file cabinet			5	75.40		377.00
Teachers desk			4	51.90		207.60
Teachers chair			4	15.00		60.00
Easy chair			4	160.00		640.00
					TOTAL	$2,089.00

ASSURANCES

ILLUSTRATIVE CASE

ASSURANCES FOR INITIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. [Attach a copy of substantiating document(s)];

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. [The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application];

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been submitted for review and recommendation to the State educational agency;

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as

the authorized representative of the applicant in connection with this application. [Attach a copy of authorizing document(s).]

I, Harvey Lester, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: March 1, 1970

North Harwell School District
(Legal name of applicant)

BY Harvey Lester
(Signature of authorized representative)

Superintendent of Schools
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

1st day of March, 1970 Hampton, (City) Franklin (State)

NOTARY PUBLIC SEAL

SEAL OF NOTARY PUBLIC Anne Smith

DATE NOTARY'S COMMISSION EXPIRES January 1, 1972

CERTIFICATE

I, Harvey Lester, Superintendent of the North Harwell School District, Hampton, North Harwell, Franklin, hereby certify that in a regular meeting of the Board of Education of the North Harwell Public Schools held on January 1, 1970, the superintendent was duly authorized to submit a proposal requesting federal funds under Title III of Public Law 89-10, to implement the program entitled School Dropout Reduction. This program will be located in the state of Franklin. It is further certified that this record may be found on the minutes of the North Harwell County Board of Education dated January 1, 1970, appearing on page 77 of Minute Book Number 4.

WITNESS my signature this 1st day of March, 1970.

Harvey Lester
Harvey Lester, Superintendent
North Harwell School District

NOTARY PUBLIC: Subscribed to before me this

1st day of March, 1970 Hampton (City) Franklin (State)

NOTARY PUBLIC SEAL

SIGNATURE OF NOTARY PUBLIC Anne Smith

DATE NOTARY'S COMMISSION EXPIRES January 1, 1972

LISTS OF MATERIALS

ILLUSTRATIVE CASE

68/69

ANNUAL DROPOUT SUMMARY

SCHOOL .... DATE ....

MONTH COVERED .... PRINCIPAL ....

1. Total number dropouts for this year at end of last month (item 3 last month's report) ....
2. Number dropouts this month ....
3. Total number dropouts this year (1+2) ....
4. Total number this year's dropouts re-entered at end of last month (item 6 last monthly report) ....
5. Number of this year's dropouts re-entered this month ....
6. Total re-entries of this year's dropouts (4+5) ....
7. Number this year's dropouts currently out of school (item 3—6) ....
8. Number dropouts at end of last year (item 7 August 1 report) ....
9. Number last year's dropouts re-entered prior to September 1 ....
10. Number last year's dropouts re-entered since September 1 ....
11. Total number last year's dropouts currently out of school (item 8—9—10) ....
12. Total number dropouts currently out of school (item 7+11) ....
13. Number dropouts counted in this report who are no longer accessible to the school ....
14. Number dropouts currently out of school with whom contact is being maintained (item 12—13) ....

DISTRIBUTION: White Copy —Instruction Department
Blue Copy —Adult Education
Green Copy—Visiting Teacher
Yellow Copy—Principal's File

ILLUSTRATIVE CASE

SCHOOL

MONTHLY FOLLOW-UP OF DROPOUTS

DATE

PRINCIPAL

STUDENT'S NAME AND ADDRESS	STUDENT'S COUNSELOR	GRADE	AGE	DATE OF DROPOUT	REASON	PRESENT STATUS	ACTION TAKEN AND, REFERRAL MADE

DISTRIBUTION: White Copy —Instruction Department
Blue Copy —Adult Education
Green Copy—Visiting Teacher
Yellow Copy—Principal's File

DROPOUT DATA SHEET

Student's Name ....

Address ....

Telephone .... **Birthday** ....

Schools Attended ....
ELEMENTARY HIGH SCHOOL

Student's Counselor ....

Date of Dropout ....

Age at Time of Dropout .... **Grade at Time of Dropout** ....

Reason for Dropout and Comments: (For example: Delinquency, truancy, home background, social or emotional adjustment, attendance patterns, and efforts made to keep student in school.)

....
....
....
....
....
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....
....

Copy to: Adult Education or visiting teacher if referral is made

Referred to: ....
COUNSELOR'S SIGNATURE

....
DATE PRINCIPAL'S SIGNATURE

ILLUSTRATIVE CASE

SOUTHEASTERN EDUCATION LABORATORY
COOPERATIVE DROPOUT PREVENTION PROGRAM
INFORMATION SUMMARY

School District: ______________________________

Location: ______________________________

Superintendent: ______________________________

Date: ______________________________

Telephone: ______________________________

1. Indicate School Organizational Structure (6-3-3; 8-4, etc.)

____

2. List those schools within the district that have Secondary grades included in the organizational structure.

School____________________ Structure____________________

School____________________ Structure____________________

School____________________ Structure____________________

3. According to school records, indicate the number of dropouts by grades & years in each of the schools listed above, beginning with the 1968-69 school year and working backward for six years. Complete on attached form.

4. List community agencies and organizations that could be helpful in facilitating the structure of a Dropout Prevention Research Council.

Organization/Agency	Function	Contact Person
____________________;	____________________;	____________________
____________________;	____________________;	____________________
____________________;	____________________;	____________________
____________________;	____________________;	____________________

Cooperative Dropout Prevention Program
Information Sheet
Page 2

(Community agencies and organizations, Continued)

____________________; ____________________; ____________________

____________________; ____________________; ____________________

____________________; ____________________; ____________________

____________________; ____________________; ____________________

5. List businesses that serve the school district population.

Business	Service	Contact Person
____________________;	____________________;	____________________
____________________;	____________________;	____________________
____________________;	____________________;	____________________
____________________;	____________________;	____________________
____________________;	____________________;	____________________

6. List industries that serve/employ persons in the school district's community.

Industry	Function	Contact Person
____________________;	____________________;	____________________
____________________;	____________________;	____________________
____________________;	____________________;	____________________
____________________;	____________________;	____________________
____________________;	____________________;	____________________

7. List the churches that serve the school district community.

Church	Area Location	Pastor	Address, Phone
_______________;	_________________;	____________;	______________

Cooperative Dropout Prevention Program
Information Sheet
Page 3

(Listing of churches, Continued)

__________; ____________; ________; ____________
__________; ____________; ________; ____________
__________; ____________; ________; ____________

8. List at least 10 community leaders (representative of total population) who may be interested in a Program For Dropout Prevention.

Name	Community Leadership Role	Address & Phone
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

9. List the colleges that are within the State that high school graduates from the local schools usually attend.

College	Orientation (Tech, Lib.Arts, etc)	*Distance from LEA
______________	______________	______________
______________	______________	______________

*Local Education Agency

Cooperative Dropout Prevention Program
Information Sheet
Page 4

(List of colleges, Continued)

________________; ________________; ________________________

________________; ________________; ________________________

10. List vocational technical schools that are available to residents of the school district's community.

School	Location	Distance from LEA
________________;	________________;	________________________
________________;	________________;	________________________

Demographic -- General

11. What is the total population of the County in which the LEA is located? ________________. The State? ________________.

12. What is the racial composition of the population served by the LEA? White ________%; Black ________%; Other________%.

13. What is the area, in square miles, of the County? ____________

14. What is the total school population of your district?
White __________; Black __________; Other____________.

15. What is the student population distribution, by grades & race?
(Total number of schools operated________________)

...Black: 6___; 7___; 8___; 9___; 10___; 11___; 12___.

...White: 6___; 7___; 8___; 9___; 10___; 11___; 12___.

16. What is the infant mortality rate among County populations?

White ____________; Black______________; Other________________.

17. What is the population of the nearest three largest towns to the school district?

Town	Population	Distance from LEA
________________;	________________;	________________________

__________________; __________________; __________________________

__________________; __________________; __________________________

18. What is the median annual income for all families in the County? $___________; for rural residents? $___________; for Negroes? $___________; for Caucasians? $_____________.

19. What is the median grade completed for persons 25 years and older for the County? ________; black_________; white________; other_________. For the State? _________; black__________; white_________; other_________.

20. What is the average pupil expenditure for the County? $_______; State? $_________; National? $ 564 .

21. What is the total number of families represented in the school districts that receive public assistance (Welfare) __________; total number of children involved___________.

22. What is the average unemployment rate in the County? _________%; white________%; black ________%.

23. What is the: assessed valuation of property for school purposes? _______________; Percent assessed valuation is of real valuation _______________%; Maintenance and operation millage levied $_________; Legal millage limit $__________.

24. List school district's receipts from all sources. Local $______; State $__________; Federal $_________; Other $________. Total $__________. Per pupil receipt $__________.

25. Does the school district have a written philosophy regarding school attendance? Briefly explain.

____

____

____

____

26. Rank the causes of school dropouts within the district.

________________________________ __________________________________

Cooperative Dropout Prevention Program
Information Sheet
Page 6

27. What is the total number of teachers employed in grades 7-12 by race and sex.

Grade	White M--F	Black M--F	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

28. What is the median age of teachers within the school district by sex and race.

M--F M--F M--F
Black __________; White __________; Total __________.

Cooperative Dropout Prevention Program
Information Sheet
Page 7

29. What is the average number of years experience of teachers by race & sex.

M--F Black ____________; M--F White ______________.

30. Define school dropout according to the school district policy.

____

____

____

____

____

31. Has the district provided any type of direct intervention focusing on dropout prevention within the last 3 years? If so, briefly explain.

____

____

____

____

____

SOUTHEASTERN EDUCATION LABORATORY
COOPERATIVE DROPOUT PREVENTION PROGRAM

Information Sheet Attachment:

Individual School Dropout Profile

School District:__________________ Location:____________________

Superintendent:__________________ Phone:______________________

Address:________________________ School:_____________________

Please complete the following on each school within your district:

		No. of Dropouts		
		Black	White	Total
Year	A.D.M.*	B-G	B-G	B-G
1968-69 (4 mos.)	________;	__-__	__-__	__-__
1967-68;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__
______;	________;	__-__	__-__	__-__

____
Principal

*Average Daily Membership

SCHOOL DROPOUT PREVENTION

Selected Films and Filmstrips

Associate Films, 347 Madison Avenue, New York, New York.

THE ROAD AHEAD. 28 min. B&W. National Urban League of New York. A film telling the story of thousands of young people all over the country who find that they lack the training and skills needed to maintain a responsible job. Free.

Associate Films, Inc., Broad at Elm, Ridgefield, New Jersey.

A MORNING FOR JIMMY. 28 min. B&W. 16 mm. Sound film discussion guide, produced by the National Urban League. Action centers on Jimmy, a young Negro boy who encounters racial discrimination while seeking a part-time job, but learns a lesson of hope for the future. It also has an important message for parents, teachers, counselors, employers, and the general public. No fee.

J.I. Case Company, Racine, Wisconsin.

THE SCHOOL-WORK EXPERIENCE PROGRAM. Sound films, discussion guide. Based on the cooperative work-study program developed by the J.I. Case Company and the Unified School District of Racine, Wisconsin.

Guidance Associates, Pleasantville, New York.

DROPPING OUT: ROAD TO NOWHERE. A structured two-part sound film-strip program gives a description by dropouts of the problems encountered without a diploma. $29.95.

New York State Division for Youth Film Library, 155 Washington Avenue, Albany, New York.

HIGH SCHOOL: YOUR CHALLENGE. 14 min. B&W. An older film that emphasizes the advantages of staying in school more than the disadvantages of dropping out. A good portrayal of the role of the guidance counselor and the homeroom teacher. Grades 7-12 and adult.

State Division of Employment, Area Office.

WHEN I'M OLD ENOUGH...GOODBYE. 28 min. B&W. This is the story of Doug, a bright, ambitious, likeable youngster who quits school and takes a job. His motives for "dropping out" and the problems he encounters "on the outside" are emphasized.

State Teachers Association Film Library

CHILDREN WITHOUT. 30 min. B&W. NEA. Shows children without parental love and care, without the basic requisites of daily living, helped by teachers and counselors in a Detroit public school. Free.

State Teachers Association Film Library.

THE DROPOUT. 29 min. B&W. Shows why a boy left school and how that step affected his future. It stresses the hidden causes of dropouts in family life, the community, and in our educational system and suggests possible ways a community may tackle the problem. Adults. Free.

ILLUSTRATIVE CASE

REVIEW OF RELATED RESEARCH

Editor's Note: Although the following section is technically a bibliography, the PACE Manual and many state guidelines entitle this section "Review of Related Research," the title given in this Illustrative Case. Agencies preparing a proposal should consult applicable manuals for the correct title and form for presenting bibliographical entires.

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B. Multivolume Works and Series

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C. Government Documents

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CASE COMMENTARY

SUPPLEMENTARY BIBLIOGRAPHY

Editor's Note: The entries in this section appear in the Case Commentary Narrative. They have been categorized and alphabetized here for the convenience of those using this document.

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